



SERANGOON SECONDARY SCHOOL



SEEK TO *Grow*
STRIVE TO *Excel*
SERVE WITH *Honour*

The National Flag, Singapore's most visible symbol of statehood, reflects the ideals, beliefs and values that we stand by as a nation amidst our rich and diverse make-up.

It forms a crucial element of our national identity. As such, the National Flag is to be treated with dignity and honour.



Meaning

The National Flag consists of two equal horizontal sections, of red above white. The upper left section contains a white crescent moon, and five white stars which form a circle.

Each feature of the Flag has its own distinctive meaning and significance.

Red symbolises universal brotherhood and the equality of man, while white signifies pervading and everlasting purity and virtue. The crescent moon represents a rising young nation. The five stars stand for the nation's ideals of democracy, peace, progress, justice and equality.

Our National Anthem

Majulah Singapura

Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura

Marilah kita bersatu
Dengan semangat yang baru
Semua kita berseru
Majulah Singapura
Majulah Singapura

Onward Singapore

(English Translation)

Come, fellow Singaporeans
Let us progress towards happiness together
May our noble aspiration bring
Singapore success

Come, let us unite
In a new spirit
Let our voices soar as one
Onward Singapore
Onward Singapore

The Pledge

We, the citizens of Singapore,
pledge ourselves as one united people,
regardless of race,
language or religion,
to build a democratic society,
based on justice and equality,
so as to achieve happiness,
prosperity and progress for our nation.

Singapur kudimakkal aagiyam naam
சிங்கப்பூர் குடிமக்களாகிய நாம்
inam, moli, matham,
இனம், மொழி, மதம்
aaghiya vaetrumaigalai maranthu, ondrupattu,
ஆகிய வேற்றுமைகளை மறந்து ஒன்றுபட்டு,
nam naadu magilchi, valam, munnaetram,
நம் நாடு மகிழ்ச்சி, வளம், முன்னேற்றம்
aaghiyavatrai adaiyum vannam,
ஆகியவற்றை அடையும் வண்ணம்

Kami, warganegara Singapura,
sebagai rakyat yang bersatu padu,
tidak kira apa bangsa, bahasa, atau ugama,
berikrar untuk membina suatu masyarakat yang
demokratik,
berdasarkan kepada keadilan dan persamaan
untuk mencapai kebahagiaan,
kemakmuran dan kemajuan bagi negara Kami.

samathuvathayum, neethiyaiyum,
சமத்துவத்தையும், நீதியையும்
adippadaiyaaga kondha
அடிப்படையாகக் கொண்ட
jananaayagha samuthaayathai
ஜனநாயக சமுதாயத்தை
uruvaakuvatharku
உருவாக்குவதற்கு
uruthi merkolvomaga.
உறுதி மேற்கொள்வோமாக.

Pupils who are Singaporean citizens must sing the National Anthem and take the pledge.

Pupils will take the Pledge with the right fist placed over the heart.

我们是新加坡公民。
誓愿不分种族，言语，宗教，团结一致，
建设公正平等的民主社会，
并为实现国家之幸福，繁荣与进步，
共同努力。

All About Me

Name: _____

Class: _____

Form Teacher 1: _____

Form Teacher 2: _____

CCA: _____

CCA Teacher-in-charge: _____

Best Buddy: _____ Class: _____

Date of Birth: _____

Hobbies: _____

Aspirations: _____

Favourite Quotation: _____

In case of an emergency, please contact:

Parent/Guardian: _____

Contact Number(s): _____

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National Education Messages

1. Singapore is our homeland; this is where we belong.

We treasure our heritage and take pride in shaping our own unique way of life.

2. We must preserve racial and religious harmony.

We value our diversity and are determined to stay a united people.

3. We must uphold meritocracy and incorruptibility.

We provide opportunities for all, according to their ability and effort.

4. No one owes Singapore a living.

We find our own way to survive and prosper, turning challenge into opportunity.

5. We must ourselves defend Singapore.

We are proud to defend Singapore ourselves, no one else is responsible for our security and well-being.

6. We have confidence in our future.

United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.



School History

Serangoon Secondary School began in 1928 as Serangoon English School, housed in a double-storeyed building along Simon Road. In 1949, the school became a full school offering education from Primary One to Cambridge School Certificate. In 1957, it was converted into a secondary school serving residents of Upper Serangoon district. In 1967, the school relocated to Lowland Road and was renamed Serangoon Secondary School. In 2001, it moved to its present premises at 11, Upper Serangoon View.

Since its inception, Serangoon Secondary School has not only made a number of remarkable achievements in its provision of education to those living in its neighbourhood but has also produced a cabinet minister, educators, doctors, dental surgeons, businessmen and professionals in other fields.



• OUR VISION •

Resilient Individuals, Passionate Learners,
Active Contributors

• OUR MISSION •

Moulding Character, Igniting Passion,
Building Community

• OUR PHILOSOPHY •

Together, we empower every Serangoon StaR to SHINE,
for the growth of self and the good of others

• OUR VALUES •

Self-directedness

Harmony

Integrity

Resilience

Excellence

• OUR MOTTO •

Seek to Grow
Strive to Excel
Serve with Honour

School Emblems and Colours



The zeal with which we pursue our mission is expressed in the emblems and colours of our school crest and flag.

Emblems

Eagle - The eagle depicted is the German Eagle, which symbolises self-discipline, dignity, esteem and power.

Lamp - The lamp with its radiant and glowing flame, symbolises knowledge acquired through the studying of academic subjects and a student's all-round development, well-being and balanced personality.

Together, the eagle and the lamp symbolise the determination with which we seek to achieve our goals.

Colours

Blue signifies the two important and essential qualities of a good character, viz. piety and sincerity.

White embodies everything that is pure and wholesome, particularly, purity in thought, word and deed.

Orange represents strength in character and physique, integrity which is strength and firmness of character, and endurance, which is the spirit of determination and the ability to persevere to the very end.

SHINE Values

Our StaRs ...	
Self-directedness	take responsibility for own learning and development
Harmony	work and get along well with others
Integrity	are honest and upright in words and actions
ResilieNce	adapt well to change and recover from setbacks
Excellence	strive for personal best

StaRs Logo



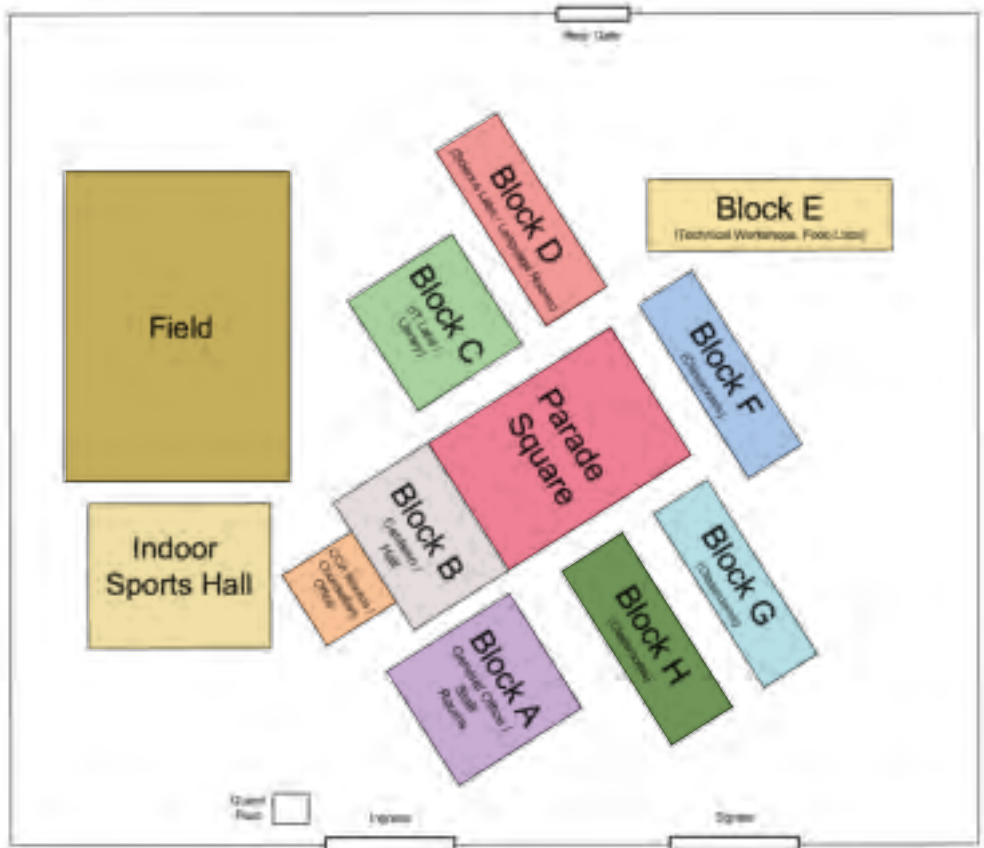
Our students are Serangoon StaRs, embodying the SHINE values for development of self and others.

The logo depicts silhouettes of students and teachers coming together to form a Star. Members are forging bonds and building a community steeped in the school's core values.

The StaR's Creed

I am a Serangoon StaR
 I am self-directed and have integrity
 I am passionate about learning and strive to excel
 I believe in harmony and seek to help others in
 my community and nation
 I am resilient and adaptable in the face of challenges
 I serve with pride and bring honour to my school
 I am proud to be a Serangoon StaR

S chool L ayout



Classroom Blocks Layout

BLOCK F

F4-01 HR29	F4-02 HR30	F4-03 HR31	F4-04 HR32
F3-01 HR19	F3-02 HR20	F3-03 HR21	F3-04 HR22
	F2-01 HR10	F2-02 HR11	F2-03 HR12
Cafe	F1-01 HR1	F1-02 HR2	F1-03 HR3

BLOCK G

	G4-01 HR33	G4-02 HR34	G4-03 HR35
	G3-01 HR23	G3-02 HR24	G3-03 HR25
	G2-01 HR13	G2-02 HR14	G2-03 HR15
G1-04	G1-01 HR4	G1-02 HR5	G1-03 HR6

BLOCK H

	H4-01 HR36	H4-02 HR37	H4-03 HR38
	H3-01 HR26	H3-02 HR27	H3-03 HR28
	H2-01 HR16	H2-02 HR17	H2-03 HR18
H1-04	H1-01 HR7	H1-02 HR8	H1-03 HR9

Approach To Student Management

The school's positive and proactive approach to discipline is in line with MOE's Discipline Framework.



The Student Management Committee aims to inculcate the basic values of respect, self-discipline, social responsibility and moral integrity. We want to develop in our students (termed as Serangoon StaRs) a sense of self-control and responsibility that lays the foundation for their success in school. This is achieved by creating a supporting and nurturing environment and by communicating clear expectations of student behaviour. We also expect students to take ownership of their behaviour by ensuring exemplary conduct at all times. We discipline because we care.

The committee focuses on both aspects of discipline – preventive and corrective. Preventive discipline is achieved through communication of clear expectations and rules of behaviour in school. Students are expected to be aware of these expectations and rules and conduct themselves accordingly, whether in or out of school, until the student graduates from school.

Corrective discipline is achieved through intervention procedures to promote acceptable behaviours, and to change unacceptable behaviours to acceptable behaviours. Consequences for misconduct are clearly spelt out and followed to deter further offences. Students who misbehave are also referred for counselling.

Corrective discipline is achieved through intervention procedures to promote acceptable behaviours, and to change unacceptable behaviours to acceptable behaviours. Consequences for misconduct are clearly spelt out and followed to deter further offences. Students who misbehave are also referred for counselling.

Counselling complements the disciplinary actions taken. Counselling sessions offer opportunities for students to reflect on their own behaviour and take personal responsibility for correcting them. Students will be guided by the counsellors to focus on their actual goals for being in school and plan steps to achieve them.

School Rules & Expectations

The following are general standards of good behaviour expected of all students that apply in any setting and mode of interaction, including the digital realm.

1. Exemplary conduct

Students must be on their best behaviour in and out of school. This includes greeting school staff and visitors, being polite, considerate, responsible and respectful of self and others.

2. Respect for all

Students must respect authority. They have the responsibility to cooperate with all school staff and student leaders. Students must also respect their peers and co-create a conducive environment for learning. They can do so by not ridiculing or teasing others, to avoid disturbing their learning. They must also behave in an appropriate and reasonable manner in and out of the school. Students must also respect school property and the environment. Expectations for respect apply to all activities, including those carried out in the digital realm.

3. Appropriate Attitudes towards Learning

With academic success as their end in mind, every student must be present for lessons and actively participate in related activities. Punctuality for lessons and activities is also non-negotiable. Every student should be attentive during lessons, and complete and submit quality assignments and homework as expected. Students should be good team members when working in groups.

For learning to take place, students must have textbooks, stationery and other writing materials. They should bring their textbooks home to do their homework or revise the topics taught in class. Only files and dictionaries can be left in the classroom with permission from the form or subject teachers, but the school is not responsible for any loss.

It is every student's responsibility to be familiar with all school rules and expectations and observe them accordingly. Ignorance is neither a reason nor an excuse for inappropriate behaviour. Failure to observe rules and expectations will result in the student facing disciplinary measures including detention, corrective work order, suspension, caning or any other measures deemed appropriate by the school.

It is expected of every Serangoon StaR to have integrity. They must come forth when they have knowledge of wrongdoing, be it of their own or others. Students who choose to remain silent and allow wrongdoing or harm to take place are culpable and will be held accountable for their inaction.

School Rules & Expectations

General Conduct

All students are to ...

- attend school regularly and all school programmes as required
- wear the school uniform and PE attire smartly
- be punctual for school and all school activities. Latecomers will face disciplinary measures such as detention, corrective work order and/or suspension. Their conduct grade may also be affected
- be seated at the designated assembly area by 7.30am
- attend the daily flag-raising and pledge-taking ceremony.
- Singapore Citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with their right fist over the heart. All students, who are non-Singaporeans, will stand at attention throughout the ceremony. All students must sing the School Song.
- leave the school premises by 6.30pm (unless supervised by a teacher)

All students are to ...

- be always polite and respectful in speech and actions.
- be courteous to all school staff, vendors, fellow schoolmates and visitors
- be considerate to others both within and outside the school premises
- follow instructions given by the school authorities
- produce a medical certificate if absent from school
- submit a formal request to the school for permission to attend to any urgent private matters

Students who wish to leave school during school hours must observe the following procedures:

- inform Form Teacher
- obtain permission from the Principal / Vice-Principals / HOD Student Management
- contact parent / guardian to come to the school
- receive the 'Permission to leave school' note
- leave school only when escorted by their parent / guardian unless permitted by them and verified by the school

Classroom Conduct

All students are to ...

- be responsible for their learning and respect other learners
- observe the classroom protocol at all times
- be attentive at all times and clarify when in doubt
- sit up straight and take notes during lessons
- be equipped with their textbooks and other materials required
- do their best to complete work and assignments given
- be punctual in submitting work and assignments done
- maintain the desks and chairs in good condition
- take good care of school facilities and equipment. Vandalism of school property will be severely dealt with. Besides disciplinary consequences, a full payment for the repair of damaged property is expected.
- request the teacher's permission and an EXIT pass to leave the classroom
- knock on the door and ask for permission to enter the classroom

Canteen Conduct

All students are to ...

- leave the classroom for recess with the teacher's permission when the bell rings. All classrooms are to be locked during recess to safeguard student belongings, and students must not attempt to force open the classroom doors or enter the classroom until the class chairperson or designated person unlocks the classroom towards the end of recess.
- stay clear of the kitchen area in the canteen
- queue in an orderly manner when buying food or drinks
- buy and consume food and/or drinks during their allocated recess time and in the canteen or café area only
- return all used plates and utensils to the tray collection points of the respective stalls
- keep the canteen clean and free of litter

Attire and Appearance

All students are to ...

- wear the prescribed school uniform and modification to the uniform is not allowed
- wear the school uniform and PE attire smartly within and outside the school premises, during and after school hours and during the holidays when attending school programmes
- wear the school uniform (full-uniform or half-uniform) on days as prescribed
- button up and tuck in the school shirt at all times



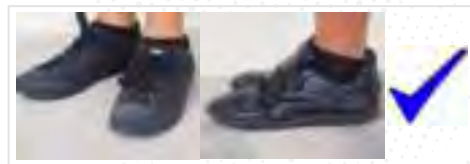
From left to right:

- Full uniform for male students (with tie when required)
- Full uniform for female students
- Half uniform for female students
- Half uniform for male students
- PE attire

Attire and Appearance

All students must ...

- wear school T-shirts and school shorts for PE lessons and games
- wear CCA T-shirts only during their respective CCA activities
- tuck in all T-shirts for morning assembly
- wear only a simple (no slogans/graphics/brands) black, dark blue or grey jacket over the school uniform to keep warm, if required. No jacket is to be worn if the PE T-shirt is already worn underneath the shirt.
- keep a simple hairstyle that projects a wholesome appearance
- wear plain-looking spectacles or regular colourless contact lenses, if required
- keep fingernails short and neat and with no nail polish applied
- keep religious ornaments, amulets or talismans hidden from view if worn
- wear shoes which are completely black, with black socks that are visible above the ankle



All students must ...

- **not** sport outlandish hairstyles, streaking, tinting, dyeing or colouring of hair
- **not** wear any form of make-up
- **not** wear any *jewelry or fashion accessories
- **not** wear nose studs / tongue studs or any type of body studs
- **not** have any tattoos (including temporary tattoos) or body piercing
- **not** wear any form of coloured contact lens
- **not** wear any class T-shirt for school events, unless special permission is given

***Any accessories not permissible by the school rules will be confiscated and some of these items will only be claimable by parent/guardian in person.**

All female students are to...

- tie up their hair neatly once it touches the second collar line.
- keep their fringe away from their eyebrows.
- wear only plain black or blue ribbons, hair bands and/or hairclips
- wear knee-length skirts
- wear only a pair of simple ear-studs and no other form of body piercings



Pin up to keep the fringe away from the eyebrows



Hair beyond collar length must be tied up

All male students must...

- keep their hair short and neat, not touching the ears and eyebrows be clean-shaven with no visible facial hair (beards and moustaches are not allowed)
- keep their sideburns short
- have a hairstyle that shows evidence of a slope at the back of the head
- wear long pants (no socks to be seen), and a prescribed but optional blue/black belt with a simple buckle (pants should not be tapered and should cover the ankle completely)
- **not** sport semi-shaven / undercut / uneven / skinhead hairstyles
- **not** wear ear-studs/ear-sticks / any form of body piercings



Fringe is above the eyebrows



Sideburns are kept short with slope at the back

****Please note that students with improper attire will be counselled and expected to rectify the issue on the spot, failing which, the student will be sent home and will only be allowed to return when the expectations of Serangoon StaRs are met.***

Use of Electronic Devices

- Other than Personal Learning Devices purchased under the National Digital Literacy Programme, all students are strongly discouraged from bringing other electronic devices (e.g. handphones, tablets, laptops etc.) to school as they can be a cause of distraction to student learning and the learning of others, unless teachers require them for teaching and learning purposes.
- Students who wish to contact their parents / guardian may use the telephone located outside the General Office.
- Any electronic devices brought into school are the sole responsibility of the student and must remain switched off in the classroom at all times.
- Students should not leave their electronic devices unattended at any time.
- Handphones can only be used before 0730 and after school curriculum hours (not inclusive of time during any school activities) for the following purposes:
 - Communication with parents
 - Learning and educational purposes (e.g. searching for information on the internet, documenting a learning journey, research, etc.)
- Handphones must remain switched off at all other times within the school unless explicit permission from a school staff is given.
- Handphones are to be kept away (e.g. in their bags) during lessons unless the teacher requires their use for teaching and learning.
- If any student is caught using a phone (or similar electronic device) during lessons or not used responsibly by any student in the school compound, the device will be confiscated without exception and claimable only after 4.00 pm on the day itself.
- Handphones must also be surrendered to school staff when students are undergoing the process of investigation to any school related incident.
- Charging of mobile phones / personal learning devices (PLDs) using school facilities is not allowed without permission.

Handphones must also be surrendered to the staff when students are undergoing the process of investigation in school during school hours.

Prohibited Items

The following items are not allowed in the school. If such items are found, they will be confiscated.

- Gambling items e.g. poker cards / chips / dices etc.
- Lighters / matchsticks / blowtorch
- Pyrotechnics
- Bluetooth Speakers / Audible Devices
- E-Scooters / Skate-scooters / Skateboards / Roller Blades
- Musical Instruments (Guitar, Hand-Held Drums) unless permission is given by teachers
- All items that the school deems to be potentially dangerous, offensive, including pen knives.
- All other items prohibited for possession by students under Singapore law (e.g. E-cigarettes, cigarettes, pirated or unlicensed materials (in any format e.g. print, digital or accessed through cloud storage), pornographic materials)

Possession of Weapons

All students are not allowed to have any weapon / weapon-like item in their possession.

Serious Offences

If you commit serious offences, you will be dealt with severely (including caning, corrective work order, public apology or suspension, if applicable) and you may face the risk of expulsion from school. If you are caught by the police or charged in court for crimes / offences committed outside school, you are also liable to face disciplinary measures from the school.

SERIOUS OFFENCES	DESCRIPTION
1. Leaving school grounds without permission	Leaving school grounds after reporting but before the end of the school session without school's approval
2. Truancy	Absence from school without a valid reason
3. Cheating in assessments/tests/ exams	Possession of notes, copying from others, allowing others to copy, tampering with marks / documents, communication during exam/test
4. Forgery	Forging signatures, medical certificates, consent forms, or other formal documents with the intention to deceive
5. Open defiance and/or rudeness	Display of rudeness and disrespect in speech or body language to school authorities
6. Using vulgar/abusive language or gestures to authority	Verbalising coarse language between individuals or opposing groups, in which each person attempts to harm or gain power over the other

SERIOUS OFFENCES	DESCRIPTION
7. Bullying /Ragging	Hurting, frightening or intimidating others using power or strength
8. Disruptive behaviour	Act or conduct which interferes the smooth running of class or school events
9. Abuse of technology	Improper, unlawful, or incorrect use of information communications and technology e.g. computer, offensive/provocative blogging, SMS, offensive comments/pictures on social media
10. Arson/ Vandalism	Planting explosives or setting property on fire, whether attempted or actual Willful and malicious destruction of school or personal property, writing graffiti Possession of lighters and matchsticks
11. Theft	Stealing school property or property belonging to others. e.g. shoplifting
12. Assault / Fighting	Violent attack against person(s), whether injured or not. Confrontation between individuals or opposing groups in which each person attempts to harm or gain power over the other, using bodily force or weapons
13. Gambling (any form)	Using money in games, betting, etc.
14. Gangsterism	Being part of a gang/Gang assault/hooliganism/threat/recruitment of gang members/harassment/extortion, whether actual or attempted
15. Pornography	Consumption/possession/distribution/sale of pornographic materials
16. Possession of weapons	Possession of weapons/weapon-like objects that may be used in a crime
17. Smoking and Vaping	Use/possession/distribution/sale of cigarettes/e-cigarettes/imitation tobacco products, including possession of lighters and matchsticks/smell of cigarette smoke
18. Substance Abuse	Use/possession/distribution/sale of alcohol, drugs, inhalants
19. Tattoo	Having tattoos (both permanent or removable) on any parts of the body
20. Sexual Misconduct	Severe or aggravated sexual misconduct, sexual exploitation, sexual harassment and other forms of sexual misconduct

The Student Management Committee reserves the right to make amendments to any school rule stated in this handbook. The disciplinary measures taken may be determined on a case by case basis. The school will communicate such changes when necessary.

Conduct Grades

Grade	Descriptors
Excellent	<ul style="list-style-type: none"> Consistently behaves in an exemplary manner – <ul style="list-style-type: none"> o is always courteous, polite and respectful o is always dependable; does things well on his/her own o shows very clear sense of right and wrong through speech and action Attends school regularly and participates very actively in school activities with high level of punctuality Work is always submitted on time Gets along very well with classmates Attends CCA all the time Has not committed any minor or serious offence
Very Good	<ul style="list-style-type: none"> Consistently behaves well – <ul style="list-style-type: none"> o is always courteous, polite and respectful o is dependable; does things well on his/her own most of the time o shows clear sense of right and wrong through speech and action Attends school regularly and participates actively in school activities with high level of punctuality Work is always submitted on time Gets along well with classmates Absent from CCA rarely without MC or valid reason Has not committed any minor or serious offence
Good	<ul style="list-style-type: none"> Behaves well most of the time – <ul style="list-style-type: none"> o is courteous, polite and respectful most of the time o is dependable; does things well on his/her own most of the time o shows sense of right and wrong through speech and action most of the time Attends school regularly and participates in school activities with acceptable level of punctuality Work is usually submitted on time Gets along well with classmates Absent from CCA occasionally without MC or valid reason Has not committed any serious offence
Fair	<ul style="list-style-type: none"> Occasionally shows unacceptable behaviour – <ul style="list-style-type: none"> o needs guidance from teachers on behaviour Attendance for school and school activities is regular with occasional truancy or/and late-coming Work is usually not submitted on time Has occasional relationship difficulties getting along with classmates Absent from CCA persistently without MC or valid reason Has committed a serious offence
Poor	<ul style="list-style-type: none"> Frequently shows unacceptable behaviour – <ul style="list-style-type: none"> o needs regular guidance by teachers on behaviour Attendance for school and school activities is irregular with truancy or/and high level of late-coming Work is often not submitted on time No CCA / Absent from CCA persistently without MC or valid reason Has committed either a few serious offences or multiple occurrences of a single serious offence

Test and Examination Rules & Regulations

1. You must not have in your possession:

a. Any unauthorised electronic, communication, smart or computerised devices capable of capturing, storing, displaying and/or transmitting or receiving visual, audio or verbal information within the test/examination premises (e.g. Test/Examination Room, Quarantine Room, Waiting Room).

Examples of unauthorised devices include but not limited to: mobile phone, camera, Personal Learning Device (PLD), tablet, earphone/earpiece (wired or wireless), fitness tracker, smart watch/glasses, pen with image capturing capabilities, gaming device, storage device, audio recorder/player.

b. Any unauthorised reference materials or notes. All stationery/belongings taken into the test/examination venue (e.g. pencil case, calculator, mathematical set, ruler) must not have any unauthorised notes/ information written on them.

These include but not limited to: conversion table/mathematical formula sheet enclosed in or printed on the mathematical instrument box, study notes or exam question papers.

c. Any calculator or dictionary that is not listed in the Approved List of Calculators/ Dictionaries. You can refer to <https://www.seab.gov.sg/> for the list of approved Calculators/ Dictionaries.

2. **You must not commit or attempt any acts of dishonesty, or support such acts.** For example, writing information/notes on any part of your body, taking the test/examination on someone else's behalf, using unauthorised devices, or copying answers.

3. **You must not communicate or attempt to communicate** with any other candidate/ unauthorised person inside or outside of the test/examination room during the test/examination or any other occasion when communication is strictly prohibited. For example, when answer scripts are being collected, or during movement to the quarantine area.

4. **You must not turn around and should only face the front** during the test/examination.

5. **You must not write any offensive or obscene materials** in your answers.

6. **You must not exhibit improper conduct or misbehaviour** during the test/examination. Examples include disturbing other candidates or disobeying instructions from test/ examination personnel.

7. **You must not leave** the test/examination room/hall, quarantine and holding room unescorted or without permission from the test/examination personnel.

8. **You must not flip open or turn over the question paper** placed on your desk until instructed to do so at the time of commencement of the test/examination.

9. **You must stop writing** after the invigilator has made the announcement to do so. You are to remain seated quietly while your answer scripts are being collected and counted.

10. **You must not remove** any test/examination material and stationery without permission. These can include: any answer booklet, writing paper, storage device or other used/unused exam stationery from the test/examination venue.

Use of Calculators and Dictionaries

11. You must adhere to the following rules where the use of scientific calculators and dictionaries is allowed in the test/examination. Any non-compliance will be considered as a breach of the test/examination regulations and you will be subjected to the disciplinary measures.
 - a. You are not allowed to share your calculator/dictionary with or borrow a calculator/dictionary from other candidates during the test/examination.
 - b. The original model number and brand must be indicated clearly on the calculator for verification purposes.

INSTRUCTIONS FOR SITTING THE TEST/EXAMINATION

Reporting for test/examination

1. You are required to report to your examination venue in school uniform **at least 30 minutes** before the start of the examination.
 2. You will not be given any make-up time if you report late for test/examination. If you report after the end of the test/examination, you will be marked as absent for the paper.
 3. Absence from test/examination **MUST** be covered with a Medical Certificate with the diagnosis stated, from a qualified medical practitioner for the school's consideration. Parents' letters are not allowed.
 4. If there is a major train disruption on the day of the examination, and you know that you will be late, do the following:
 - Step 1: Call the school general office at 63851589
 - Step 2: Observe SAFETY
 - Step 3: Report to the Learning Hub when you reach school
- DO NOT ASSUME that any disruption to the train service is a Major Train Service Disruption.

During test/examination

1. You must not **open** the question paper and answer booklet or start reading and writing unless you are told to do so by the test/examination personnel.
2. You should use a dark blue or black ink pen to write your answers.
3. You should use 2B pencils for shading of the Personalised Multiple Choice Answer sheet.
4. You should avoid using **correction tape or fluid** on the answer script or writing paper as it may affect the legibility of the answers.

If you fail to comply with the abovementioned rules and regulations or any other additional instructions issued by school for any specific test/examination paper or subject, you would be deemed to have breached the test/examination rules and regulations. As a result, you will be subjected to disciplinary measures, including what is communicated during any test/examination briefing prior to the test/examination.

Assessment Weightings

Types of Assessment	Term 1 Weighted Assessment	Term 2 Weighted Assessment	Term 3 Weighted Assessment	Term 4 Preliminary Examination/ End-Of-Year Examination
Sec 1	15%	15%	15%	55%
Sec 2	15%	15%	15%	55%
Sec 3	15%	15%	15%	55%
Sec 4 / 5	15%	15%	NA	70%

Eligibility criteria for SBB

- Eligible N(A) and N(T) students will receive a letter of offer, based on the following criteria:

Course	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
N(A)	AL 5 or better	-	Express
N(T)	AL 5 or better	-	Express / N(A)
	AL 6	AL A	N(A)

- Beyond the start of Secondary 1, students who do well in school-based assessments may be considered to take higher-level subjects if found suitable to do so by the school.
- Eligible N(A) and N(T) students will receive a letter of offer after the Secondary 1 Weighted Assessments in Semester 1 or year-end examinations in Semester 2, based on the following criteria:
 - 75% or higher in the subject;
 - and positive learning attitude to cope with the higher academic demand.

Examination Grade Descriptors

I. EXAMINATION GRADE DESCRIPTORS BY STREAM

Express & Sec 5 Normal (Academic) Courses

Grades	Marks (x%)	Descriptors
A1 A2	$75 \leq x < 100$ $70 \leq x < 75$	Demonstrates very good understanding of the subject
B3 B4	$65 \leq x < 70$ $60 \leq x < 65$	Demonstrates good understanding of the subject
C5 C6	$55 \leq x < 60$ $50 \leq x < 55$	Demonstrates adequate understanding of the subject
D7 E8	$45 \leq x < 50$ $40 \leq x < 45$	Demonstrates elementary understanding of the subject
F9	$0 \leq x < 40$	Has not met the minimum requirements for the subject

Sec 1 to Sec 4 Normal (Academic)

Grades	Marks (x%)	Descriptors
1 2	$75 \leq x < 100$ $70 \leq x < 75$	Demonstrates very good understanding of the subject
3 4	$65 \leq x < 70$ $60 \leq x < 65$	Demonstrates good understanding of the subject
5	$50 \leq x < 60$	Demonstrates adequate understanding of the subject
U	$0 \leq x < 50$	Has not met the minimum requirements for the subject

Sec 1 to Sec 4 Normal (Technical)

Grades	Marks (x%)	Descriptors
A	$75 \leq x \leq 100$	Demonstrates very good understanding of the subject
B	$70 \leq x < 75$	Demonstrates good understanding of the subject
C	$60 \leq x < 70$	
D	$50 \leq x < 60$	Demonstrates adequate understanding of the subject
U	$0 \leq x < 50$	Has not met the minimum requirements for the subject

Examination Grade Descriptors

II. OTHER SUBJECT-SPECIFIC EXAMINATION GRADE DESCRIPTORS

Social Studies - Sec 1 to Sec 4 Normal (Technical)

Grades	Marks (x%)	Descriptors
DI	$75 \leq x \leq 100$	Pass with Distinction
ME	$60 \leq x < 75$	Pass with Merit
PA	$50 \leq x < 60$	Pass
UG	$0 \leq x < 50$	Ungraded

Music

Grades	Descriptors
A	Has very good knowledge and skills in listening, performing and creating music.
B	Has adequate knowledge and skills in listening, performing and creating music.
C	Has some knowledge and skills in listening, performing and creating music.
D	Has little knowledge and skills in listening, performing and creating music.

Promotion Criteria

The following are the guidelines for the promotion of students in the various streams:

EXPRESS COURSE

Sec 1 & 2 Express	<ul style="list-style-type: none">• at least 50% pass in EL AND• at least 50% of the year's total marks
Sec 3 Express	<ul style="list-style-type: none">• Grade 6 or better in EL AND 2 other subjects

NORMAL (ACADEMIC) COURSE

Sec 1, 2 & 3 Normal (Academic)	<ul style="list-style-type: none">• at least 50% pass in EL AND• at least 50% pass in 2 other subjects• OR at least 50% pass in any 4 subjects
Sec 4 Normal (Academic)	<ul style="list-style-type: none">• Grade 5 or better for both EL and Mathematics AND aggregate not exceeding 19 points in English Language (EL), Mathematics and best three subjects (ELMAB3).

NORMAL (TECHNICAL) COURSE

Sec 1, 2 & 3 Normal (Technical)	<ul style="list-style-type: none">• at least 50% pass in EL or Mathematics AND• a pass in one other subject
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Lateral Transfer to A More Demanding Course

The following lateral transfers may take place if the students meet the criteria at the end of the academic year:

2023 Sec 1 and 2 Normal (Academic) students may transfer laterally to 2024 Sec 2 or 3 Express respectively.

2023 Sec 1 Normal (Technical) may transfer laterally to 2024 Sec 2 Normal (Academic).

2023 Sec 2 Normal (Technical) may transfer laterally to 2024 Sec 2 Normal (Academic).

Criteria for lateral transfer to a more demanding course:

- Meet promotion criteria to the next level
- Achieve at least 70% of the year's total marks across all examinable subjects

School's Criteria for Offering Out-Of-Stream Subjects in Sec 3

Criteria for Lateral Transfer	Subject-Based Banding (SBB) subjects in Sec 2	Criteria for offering OOS subjects in Sec 3 (up to 3 subjects)
Student met the criteria for lateral transfer		<ul style="list-style-type: none">• No criteria is set• Depends on subject teacher's recommendation
Student did not meet the criteria for lateral transfer	Student is taking SBB subject in Sec 2	<ul style="list-style-type: none">• At least 50% pass in that subject• Only Combined Science (no Pure Sciences)
	Student did not take SBB subject in Sec 2	<ul style="list-style-type: none">• At least 75% in that subject AND at least 60% of the year's total marks across all examinable subjects• Only Combined Science (no Pure Sciences)

ICT *Rules & Regulations:*

ACCEPTABLE USE POLICY (AUP) AGREEMENT NATIONAL DIGITAL LITERACY PROGRAMME (NDLP)

Dear Student,

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st Century. In order to ensure a safe and conducive learning environment, please abide by the rules stated in this ICT Acceptable Use Policy (AUP) Agreement.

This policy applies to all students in this school and the use of our school's ICT facilities, equipment and resources, as well as students' personal learning devices (PLDs). ICT facilities, equipment and resources include the following, but are not limited to, school's Internet network, IT Lab, IT Rooms, hardware (e.g. laptops, iPads, tablets, computers), software (e.g. school's learning management system (LMS), productivity software, online tools) and peripherals (e.g. projector, control panel, external speakers, visualiser, HDMI/VGA/audio cables).

General

1. Students are responsible for using school-owned ICT facilities, equipment and resources, including PLDs for the purpose of learning. Personal use such as gaming and engaging in social media platforms is strictly prohibited.
2. Students are responsible for any IT equipment (e.g. iPads, tablets, computers, mobile routers) and accessories (e.g. charging cable) that are borrowed from the school for the duration of loan. The user will bear the cost for damage, theft or loss and overuse of mobile data plan due to negligence and face disciplinary measures in accordance with the school's discipline policy.
3. Students are not allowed to use their mobile phones, unless permission is given by the subject teacher for learning purpose during curriculum time.

Management of Personal Learning Devices (PLDs)

4. Students are responsible for their PLDs. The school will not be held responsible for any damage, theft or loss of their devices.
5. Students are not to use the school's electrical power to charge their PLDs without the permission from any authorised school staff. Students should ensure that their PLDs are fully charged at home before reporting to school.
6. Students are to store their PLDs in a secured place (e.g. lockers) and have easy access to them.
7. Students are to make use of the PLDs for learning in and/or out of the classrooms.
8. Students are to learn effectively and responsibly with their PLDs.
9. Teachers will actively monitor and control students' screens on their PLDs via the device management application (DMA).

Account Access

10. Students have accessibility to technology as well as the ability to use it in and out of school. Each student in Serangoon Secondary will be issued with the following accounts:

- SWN account (School Wide Network) tagged to their ID number which can be used to access online information services.
- Student Learning Space (SLS) account for self-directed and collaborative learning.
- Student iCON account for access to common G Suite Services, Zoom and Microsoft Pro Plus (Word, Excel, Powerpoint, OneNote, Publisher).

All these accounts are provided by the school for teaching and learning purposes.

11. Students are responsible and accountable for all learning activities conducted via their own accounts.
12. Students are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
13. Students should change their passwords every 6 months. Failure to do so would constitute negligence.
14. Students should not use their accounts for any illegal or unethical activities. These include posting online remarks that are racially and religiously insensitive, vulgar and/or offensive, disruptive of public order and intentionally causing emotional distress/harm to others.
15. Students are not to use school-owned computing devices for any online trade (i.e. buying and selling of goods and services).
16. Students are not to use devices to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.
17. Vandalism of computer hardware and/or software will result in the suspension of student's account. Any attempt to access, change, or destroy data of another user is considered vandalism. Vandalism includes, but is not limited to, the uploading or creating of computer viruses or Trojans. Hardware and software vandalism or damage by negligence will also result in the student having to pay partial or full costs (inclusive of GST) to repair or replace damages including any labour charges, depending on the outcome of the school's investigation of the reported case.

Email & Social Media

18. Students are to make careful and well-considered decisions and take responsibility for their own well-being in cyberspace to develop as responsible digital learners.
19. Students are not to post or share any indecent, obscene, pornographic, defamatory material/message that offends and causes distress to other people.
20. Students are reminded that threats, harassment, embarrassment, impersonation and intimidation to others is a chargeable offence under Singapore Legal System.
21. Students are expected to remain courteous and polite in all online interactions.

Intellectual Property

22. Students should not access, download, copy or share any copyrighted materials (such as pictures, videos, music) without explicit permission from the owner.
23. Students should not own, copy or share software in an unauthorised or illegal manner.
24. The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.
25. **Photographs/videos of students/parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters, school website or similar platforms) and used for briefings, workshops and other educational purposes. The school may publish photographs, videos and students' work/achievements together with the names of the students from time to time. Please notify the school in writing if you do not wish to grant such permission.**

Standard Operating Procedure (SOP) Before reporting to school

1. Students are to fully charge their personal learning device (PLD) at home before reporting to school.
2. Students are to label their PLD with their name, index number and class using a sticker label.

Before the start of curriculum time

3. Students are to place their PLD on the tables at the lesson venue, unless specifically advised not to do so by their teacher.
4. Students are to check that their PLD is in good working condition. If not, students are to temporarily loan a device from the ICT Manager or DE for the day.

During curriculum time

5. Students are to handle their own PLD at all times, including during group activities.
6. Students are to switch on their PLD only when instructed by the teacher.
7. Students must follow the teacher's step-by-step instructions on the use of the device during all lessons.
8. When Internet use is needed, students are to connect their PLD to the school network at PDL@SSOE.
9. Students must close the screen of the PLD when the teacher gives instruction to put the device away.
10. Students are to hand over their PLD to the subject teacher when he/she needs to go to the toilet.
11. Students are to bring along their PLD for all lessons at banded venues.

12. No sharing, lending or borrowing of PLD is allowed at all times. Subject teacher would call the ICT manager or DE to deploy a device for student's temporary loan in the event of technical issues that cannot be resolved after troubleshooting of the PLD by the student subject representative.
13. Students are to save their work before switching off their PLD and place their device under their table at the end of the lesson.

Start of recess time

14. Students are to form up a queue to keep their PLD in their lockers.
15. Students are to keep a one-metre safe distancing – as long as safe distancing measures (SMM) are in place – to deposit their PLD into their locker and ensure that the device is secured under lock.

End of recess time

16. Students are to form up a queue to collect their PLD five minutes before the end of recess.
17. Students to keep one-metre safe distancing – as long as safe distancing measures (SMM) are in place – when collecting their PLD from their locker before reporting at the lesson venue.
18. Students are to bring their PLD home and keep their lockers locked at all times.
19. Students who temporarily loan a device are to return the device to the ICT Manager or DE at the end of the day.
20. Students are responsible for any loss or damage to their PLD.
21. Class Chairperson, Vice-Chairperson and student subject representative are to check the lesson venue to ensure that no PLDs are left behind by students.

Warranty and Repairs

Students are to contact the Service Centre to make an appointment to send their faulty PLD for repair.

Students may approach the school ICT team to borrow a spare PLD for use, subject to availability, throughout the duration that the PLD is being repaired at the Service Centre.

Service Centre Details:

Telephone	800 852 8100 6703 6821 (WhatsApp Support)
Email	lenovo@smartcares.com
Website	https://smartcares.com/lenovo (Pre-registration for shorter waiting time)
Address	Tai Seng Centre SmartCares Solutions 3 Irving Road, #01-17 Singapore 369522 (Beside Tai Seng MRT station, Exit A)
Opening Hours	Mon – Sat: 11.00 am - 7.00 pm Closed on Sun & Public Holidays

Student Pledge for Acceptable Use Policy (AUP) for PLD

SHINE Values	Student Outcomes (Desired Daily Actions)
Self-directedness	<ul style="list-style-type: none"> • I will bring my fully-charged PLD to school daily, unless otherwise instructed by my teacher. • I will take care of my own PLD and not leave it unattended. • I will use my PLD for learning purposes only. • I will close the screen of my PLD and listen attentively when the teacher is talking. • I will manage my learning online and ensure that I submit my homework punctually. • I will keep my account IDs and passwords safely and not share them with anyone.
Harmony	<ul style="list-style-type: none"> • I will be respectful of the language and tone I use when posting and commenting online.
Integrity	<ul style="list-style-type: none"> • I will not download illegal materials that infringe copyright or visit inappropriate websites. • I will not copy someone else's work and pass them as my own. • I will inform my teacher if I find an unattended PLD.
Resilience	<ul style="list-style-type: none"> • I will not allow myself to be influenced negatively by social media to commit cyber offences.
Excellence	<ul style="list-style-type: none"> • I will use my PLD well and responsibly to learn effectively. • I will sense, think and act when navigating cyberspace.

The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence.

Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of student's account. The student may also face disciplinary measures in accordance with the school's discipline policy.

School Safety Guidelines

I. GENERAL SAFETY GUIDELINES

1. Abide by all safety guidelines when operating in the special rooms (e.g. Science Lab, Workshops, Food Lab) or engaged in physical activities (e.g. PE Lessons, CCA, Learning Journeys).
2. Inform the Teacher-In-Charge if you are not feeling well or if you have a medical condition prior to the start of an activity.
3. Inform the Teacher-In-Charge immediately if you are injured during an activity.
4. Bring along prescribed personal medication (e.g. inhalers for asthma) to school. The school will not dispense or administer any oral medication.
5. Obey all road traffic safety rules and do not use mobile phones or other audio devices (earphones) while crossing the road.
6. Students who commute to school by bicycle are to wear bicycle helmets. No Personal Mobility Devices / E-Scooters / Skateboards are allowed within the school premises.
7. Bicycles without handbrakes (fixed gear bicycles) are not allowed on public paths and roads.

II. LIGHTNING SAFETY GUIDELINES

Activities Within School Compound

1. The activation of Lightning Warning System signifies the imminent danger posed by lightning. The warning is issued visually and audibly by a blinking strobe light and a siren located at the school parade square, soccer field and outdoor basketball court.
2. Upon receiving the warning, stop all activities in the open and move to sheltered area immediately.
3. Remain under shelter until the lightning warning is lifted.

Outdoor Adventure Training

1. Upon hearing thunder or spotting distant lightning, immediately get off elevated areas such as hills, towers and lookout points.
2. Never seek shelter under an isolated tree.
3. Immediately get out and away from ponds, lakes and other bodies of water.
4. Stay away from objects that conduct electricity (wire fences, power lines, etc.)

III. FIRE EMERGENCY EVACUATION GUIDELINES

1. In the event of a fire, the fire alarm will be activated and the electric bells on every floor of the buildings will sound a continuous ring.
2. Upon confirmation of the fire and the need to evacuate, the Principal or the Vice-Principal will make an announcement through the PA system to inform all to evacuate to the assembly area at the football field.
3. On hearing the announcement, all students are to stop their activities immediately and leave their respective rooms in a calm and orderly manner. Students should ensure the following:
 - All lights, fans and electrical appliances are switched off.
 - All windows and doors are closed.
 - All valuables (e.g. wallet, mobile phone) and personal medications are brought along.
4. The class teachers will accompany the students to the assembly area via the designated evacuation route (the evacuation routes are posted on all the common corridors).
5. Upon reaching the football field, all are to queue, at class level, in an orderly manner at the respective designated positions indicated by the class signage.
6. Attendance will be taken at the assembly area. No one is permitted to leave the assembly area until further instruction.
7. Once the Principal or the Vice-Principal has ascertained that there is no imminent danger and it is safe to return to the school premises, an “All Clear” signal will be given to resume normal routine.

Co-Curricular Activities (CCAs)

CCAs are an important part of our students' holistic education, enriching their overall school experience. Through CCAs, students discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world. CCAs also promote friendship among students and hone leadership in them as they learn and work together with each other from diverse backgrounds. Participation in CCAs fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to the school, community and nation. CCAs provide students with opportunities to develop and deepen 21st Century Competencies, as well as experiences and memories that will last a lifetime.

In 2022, the school offers a total of 17 CCAs from the following four categories:

Physical Sports	Uniformed Groups	Performing Arts	Clubs
Basketball (Boys)	Girl Guides	Chinese Ensemble	AVA & Photography
Floorball (Boys & Girls)	NCC (Land) (Boys & Girls)	Choir	InfoComm Club
Football (Boys)	NPCC (Boys & Girls)	Contemporary Dance	
Netball (Girls)	Red Cross (Boys & Girls)	Drama Club	
	Scouts	Malay Dance	
		Symphonic Band	

Expectations

To reap the maximum benefits from our CCA programme, students are expected to:

- be an active member of **ONE** CCA with ***AT LEAST 75% CCA ATTENDANCE** for each year
- demonstrate commitment to their CCA by remaining in the CCA until the completion of their secondary education
- ensure that **absence from CCA is supported by a valid medical certificate or letter from parent/guardian (capped at a maximum of 3 letters per term)**

Importance of CCA Attendance

Students who wilfully skip CCA without valid reason will affect their CCA attendance. The possible consequences for students with less than 75% CCA attendance are as follow:

- **FAIR/POOR** conduct grade, and **WILL NOT** be eligible for MOE ECHA Award, EAGLES, Edusave Scholarship/Bursary/Good Progress Award.
- Missing out on personal development through CCA

IMPORTANT: Students with sustained CCA attendance of less than 75% will face the risk of getting **FAIR** in the co-curricular attainment and not be awarded any bonus points for admission to Junior Colleges/ Millennia Institute/ Polytechnics/ Institute of Education (JC/ MI/Poly/ITE). This will also affect their testimonial in the School Graduation Certificate.

LEAPS 2.0

LEAPS 2.0 is a MOE framework to recognise students' holistic and balanced development. Students will be recognised with levels of attainment in four domains: Participation, Service, Leadership and Achievement.

Participation

This domain recognises students' **participation in one school-based CCA**. Recognition is based on the number of years of participation and exemplary conduct and active contribution to the CCA. **Sustained engagement in the same CCA** allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

Service

This domain recognises students' **development as socially responsible citizens** who contribute meaningfully to the community. Every secondary school student will contribute at least 6 hours per school year to the community. They can choose to embark on a Values in Action project (VIA). Students will be recognised for the time they put into planning, service and reflection, when participating in a VIA project.

Leadership

This domain recognises students' **leadership development**. Recognition is accorded to students' ability to take charge of personal development, work in a team and assume responsibilities in service of others. In addition to formal leadership appointments, participation in student leadership modules/workshops, the National Youth Achievement Award (NYAA) and leadership positions in the school, CCA or student-initiated/student-led projects will also be recognised.

Achievement

This domain recognises students' **representation** and **accomplishment** in co-curricular involvements beyond the classroom. Opportunities for representation and accomplishment present valuable learning experiences for students to learn discipline, resilience and develop their character. Students may represent the school or organisations endorsed by the school. Recognising external opportunities better caters to students' diverse interests and talents. It also recognises the community's role in developing the child.

Representation refers to being selected and endorsed by the school or an organisation endorsed by the school (e.g. the community club or national association) to contribute, perform or compete. It need not be tied to his/her CCA in school.

Accomplishment refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

LEAPS 2.0 LEVEL OF ATTAINMENT

At the end of the graduating year, students' co-curricular attainment will be recognised as according to Excellent/Good/Fair. The **level of attainment will be converted to a bonus point(s)** which can be used for admission to Junior Colleges/ Millennia Institute/ Polytechnics/ Institute of Education (JC/MI/Poly/ITE).

Attainment Level	Criteria
Excellent (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.
Good (1 bonus point)	Student who attains a minimum Level 1 in all four domains with any one of the following: <ul style="list-style-type: none">i. At least Level 2 in three domains;ii. At least Level 2 in one domain and at least Level 3 in another domain; oriii. At least Level 4 in one domain.
Fair	Student's attainment in co-curricular will not translate into any bonus points.

PARTICIPATION (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
- Participated in any CCA for 2 years with at least 75% attendance for each year	- Participated in any CCA for 3 years with at least 75% attendance for each year	- Participated in any CCA for 4 years with at least 75% attendance for each year - Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	- Participated in any CCA for 5 years with at least 75% attendance for each year - Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	- Participated in the same CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution - Participated in the same CCA for 5 years with at least 75% attendance for each year

SERVICE (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
- At least 24 to less than 30 hours of service	- At least 30 to less than 36 hours of service - Completed at least one VIA project that impacts the school or community	- At least 36 hours of service - Completed at least two VIA projects that impact the school or community	- Completed at least 24 hours of service and at least two VIA projects that impact the school or community	- Completed at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project

LEADERSHIP (Level of Attainment)

School-based Leadership Opportunities	Level 1	Level 2	Level 3	Level 4	Level 5
	<ul style="list-style-type: none"> Completed 2 leadership modules of at least 3 hours each 	<ul style="list-style-type: none"> Class Committee Committee for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Class Chairperson Prefect Peer Support Leader Committee for school-wide events Chairperson/ Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Senior Prefect Chairperson/ Vice-Chairperson for school-wide events (or equivalent) 	<ul style="list-style-type: none"> Executive Committee of Student Council / Prefectorial Board (or equivalent)
National Youth Achievement Award		<ul style="list-style-type: none"> Lower Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Lower Sec CCA Executive Committee Upper Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Upper Sec CCA Executive Committee (or equivalent) 	<ul style="list-style-type: none"> CCA Captain/ Chairperson (or equivalent)
		<ul style="list-style-type: none"> NYAA Bronze 	<ul style="list-style-type: none"> NYAA Silver and above 		
Uniformed Groups (Rank)	<ul style="list-style-type: none"> Lance Corporal (or equivalent) 	<ul style="list-style-type: none"> Corporal Patrol Second Assistant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Sergeant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Staff Sergeant Assistant Company Leader Senior Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader (or equivalent)

ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
Representation	<ul style="list-style-type: none"> - Represented class / house / CCA at intra-school event 	<ul style="list-style-type: none"> - Represented school / external organisation at local / international event for 1 year 	<ul style="list-style-type: none"> - Represented school / external organisation at local / international event for 2 years 	<ul style="list-style-type: none"> - Represented school / external organisation at local / international event for 3 years or more - Represented UG HQ at international event 	<ul style="list-style-type: none"> - Represented Singapore Schools at local / international competition - Represented Singapore at international event endorsed by national bodies - Represented National Project of Excellence at local / international concert - Represented MOE at local / international event - Represented UG HQ at international competition

ACHIEVEMENT (Level of Attainment) Continued

	Level 1	Level 2	Level 3	Level 4	Level 5
Accomplishment			<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 1 year): <ul style="list-style-type: none"> o Top 4 (or equivalent) team placing o Top 8 (or equivalent) individual placing o Gold/Silver/ Bronze/Merit award / certification (or equivalent) o SYF Arts Presentation Certificate of Distinction / Accomplishment o SYF Art Exhibition Certificate of Recognition (Special Mention) / o Presented original research paper / project accepted at the platform 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 2 years or more): <ul style="list-style-type: none"> o Top 4 (or equivalent) team placing o Top 8 (or equivalent) individual placing o Gold/Silver/ Bronze/Merit award / certification (or equivalent) o SYF Arts Presentation Certificate of Distinction / Accomplishment o SYF Art Exhibition Certificate of Recognition (Special Mention) / o Presented original research paper / project accepted at the platform 	<ul style="list-style-type: none"> Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition OR Represented Singapore at international event, endorsed by national bodies AND achieved the following: <ul style="list-style-type: none"> o Top 4 (or equivalent) team placing o Top 8 (or equivalent) individual placing o Gold/Silver/ Bronze award / certification (or equivalent) o Presented original research paper / project accepted at the platform
Uniformed Groups Achievement Badges	<ul style="list-style-type: none"> Bronze Badge (or equivalent) 	<ul style="list-style-type: none"> Silver Badge (or equivalent) 	<ul style="list-style-type: none"> Gold Badge (or equivalent) 	<ul style="list-style-type: none"> Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent) 	<ul style="list-style-type: none"> Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)

NAPFA STANDARDS

STANDARDS FOR MALES



Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	50 ft. Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12	A	5	>41	>205cm	>19cm	>24	<10.4 sec	<15:01
	B	4	36-41	189-201	16-39	21-24	10.4-10.9	15:01-15:10
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	15:11-14:20
	D	2	27-31	163-175	28-31	13-15	11.4-11.7	14:21-15:30
	E	1	22-26	150-162	23-27	5-10	11.8-12.3	14:31-16:50
13	A	5	>42	>214cm	>41cm	>25	<10.3 sec	<11:31
	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-12:40
	D	2	29-33	176-188	30-33	12-16	11.2-11.5	12:41-14:50
	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
14	A	5	>43	>225cm	>43cm	>26	<10.2 sec	<11:01
	B	4	40-42	216-221	40-43	23-26	10.2-10.4	11:01-12:00
	C	3	37-39	206-211	36-39	18-22	10.3-10.8	12:01-12:00
	D	2	33-36	196-201	32-35	13-17	10.9-11.2	12:01-14:10
	E	1	29-32	186-193	27-31	8-12	11.3-11.6	14:11-15:20
Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	50 ft. Reach Distance	No. of Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
15	A	5	>44	>237cm	>43cm	>7	<10.2 sec	<10:41
	B	4	40-43	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	C	3	37-39	218-221	38-41	3	10.4-10.5	11:41-12:40
	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
16	A	5	>45	>243cm	>47cm	>8	<10.2 sec	<10:31
	B	4	40-42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	C	3	37-39	226-233	40-43	5-6	10.4-10.5	11:31-12:30
	D	2	34-36	216-225	36-39	3-4	10.6-10.7	12:31-13:30
	E	1	31-33	206-213	31-35	1-2	10.8-11.1	13:31-14:30
17	A	5	>46	>249cm	>48cm	>9	<10.2 sec	<10:21
	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:20
	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:21-12:20
	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:21-13:20
	E	1	31-33	210-219	32-36	2-3	10.8-10.9	13:21-14:20
18	A	5	>47	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	243-251	45-48	9-10	10.2-10.3	10:21-11:20
	C	3	37-39	233-241	41-44	7-8	10.4-10.5	11:21-12:20
	D	2	34-36	223-231	37-40	5-6	10.6-10.7	12:21-13:20
	E	1	31-33	213-221	32-36	3-4	10.8-10.9	13:21-14:20
19	A	5	>48	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	243-251	45-48	9-10	10.2-10.3	10:21-11:20
	C	3	37-39	233-241	41-44	7-8	10.4-10.5	11:21-12:20
	D	2	34-36	223-231	37-40	5-6	10.6-10.7	12:21-13:20
	E	1	31-33	213-221	32-36	3-4	10.8-10.9	13:21-14:20

Bronze: At least E grade performance in all 6 test items and a total of 6 or more points
Silver: At least D grade performance in all 6 test items and a total of 15 or more points
Gold: At least C grade performance in all 6 test items and a total of 21 or more points

NAPFA STANDARDS

STANDARDS FOR FEMALES



Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	50 ft. Reach Distance	No. of Inclined Pull-ups in 30 sec	45 ft. Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12	A	5	>24	>157cm	>10cm	>11	<11.3 sec	<14:41
	B	4	23-29	139-167	37-39	13-15	11.3-11.9	14:41-15:40
	C	3	21-24	130-158	34-36	10-12	12.0-12.3	15:41-16:40
	D	2	13-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
13	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	C	3	22-25	153-163	36-38	10-12	11.8-12.2	15:31-16:30
	D	2	18-21	144-152	33-35	7-9	12.3-12.7	16:31-17:30
	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
14	A	5	>30	>177cm	>43cm	>16	<11.5 sec	<14:21
	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
15	A	5	>30	>182cm	>45cm	>16	<11.5 sec	<14:11
	B	4	28-30	174-182	43-45	14-16	11.5-11.6	14:11-15:10
	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
16	A	5	>30	>186cm	>46cm	>17	<11.5 sec	<14:01
	B	4	28-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50
17	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	C	3	27-28	172-180	40-43	11-13	11.6-11.8	14:51-15:50
	D	2	23-26	163-171	36-39	7-10	11.9-12.1	15:51-16:40
	E	1	19-22	154-162	32-35	3-6	12.2-12.5	16:41-17:30
18	A	5	>30	>192cm	>46cm	>17	<11.3 sec	<14:01
	B	4	28-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
19	A	5	>30	>195cm	>45cm	>17	<11.3 sec	<14:21
	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:20
	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:51-16:20
	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10

Bronze: At least E grade performance in all 6 test items and a total of 6 or more points

Silver: At least D grade performance in all 6 test items and a total of 15 or more points

Gold: At least C grade performance in all 6 test items and a total of 21 or more points

Important Contact Numbers

School Uniform and PE Attire Vendor : Intrend (6741 0930)

<https://www.intrenduniforms.com/>

Hotline / Helpline	Contact
<u>Crisis</u>	
SG Secure	Emergency SMS 71999
Samaritans of Singapore (SOS)	1800 - 221 4444 http://www.samaritans.org.sg Email: pat@sos.org.sg
Babes (by Beyond Social Services)	1800 833 6666
IMH Mobile Crisis Service	6389 2222 (24 hrs)
National Pregnancy Helpline 1800-MUM-TO-BE (24-hour)	1800-686 6823
Pregnancy Crisis Service	6339 9770 http://pregnancycrisis.sg
Pregnancy crisis service for teens	8111 3535 (SMS Helpline) 6375 2940 (Telephone enquiries)
<u>Cyber Wellness</u>	
eCounselling Centre (eC2)	www.eC2.sg Monday, Thursday, Friday 10am to 12pm, 2pm to 5pm (excluding Public Holidays)
Help123 Cyber Wellness Community Support	Chat Online at : http://www.help123.sg (Mon to Fri 9.00pm-6.00pm; except public holidays)
MeToYou Cyber Care	Tel: 1800-612 3123
Touchline (Touch Youth Service)	Tel: 6270 8327/ 9173 1766 1800 377 2252

Family Service Centres (FSCs) and Voluntary Welfare Organisations (VWOs)

Ang Mo Kio Family Service Centres, (Sengkang)	6453 5349 http://www.amkfsc.org.sg
Care Corner Counselling Centre (Mandarin)	6269 5784
Counselling and Care Centre	6536 6366
Covenant Family Service Centre	6282 8558 Email: MWScfsc@mws.sg
Eagles Medication and Counselling Centre	6788 8220
HELP Family Service Centre (for single parents)	6457-5188 http://www.helpfsc.org.sg
Hougang Sheng Hong Family Service Centre	6289 5022 Email: fsc@shenghong.org.sg
Legal Aid Bureau	1800 225 5529 (For low income persons requiring legal assistance)
Punggol Family Service Centre	6435 5323 http://www.amkfsc.org.sg
REACH Counselling Centre	6801 0730
Shan You Counselling Centre (Mandarin)	6741 0078
Singapore Children's Society	1800 274 4788 (specialized in bullying issues)
SHINE Children and Youth Services	6286 9905 http://www.shine.org.sg Email: scys_h01@shine.org.sg
WINGS Counselling Centre	6383 5745

Mental Well-Being

Child Guidance Clinic (IMH)	6389 2200
Singapore Association for Mental Health	1800-283-7019 http://www.samhealth.org.sg

<u>Financial Assistance</u>	
Com Care	1800-222-0000
MSF Social Service Office (Social Assistance)	http://www.msf.gov.sg
<u>Self-Help Groups</u>	
Association of Muslim Professionals Hotline	6416 3960 http://www.amp.org.sg
Chinese Development Assistance Council (CDAC)	6841 4889 http://www.cdac.org.sg
Eurasian Association	6447 1578 Email: fss@eurasians.org
MUIS	6359 1199 Email: info@muis.gov.sg
SINDA helpline	1800 - 295 4554
Yayasan Mendaki	6245 5555 http://www.mendaki.org.sg
<u>International Students</u>	
ACMI (for International Students) ACMI Helpline	6801 7400 9188 9162 http://www.acmi.org.sg
<u>Addictions</u>	
Quitline (smoking cessation) Central Narcotics Bureau (CNB)	1800 438 2000 1800-325-6666 https://www.eservices.cnb.gov.sg/feedback/

Cyber Wellness Tips

Good Online Habits

It is always important to protect yourself from the harmful effects of cyber security breaches. The majority of cyber security breaches results from an online act users did or fail to do. The following good online habits will keep you safe online!



1. Set strong password

Creating a strong password policy is key to helping us safeguard ourselves from any unauthorized intrusion into our online privacy. Keep a secure, unique password for each of your online accounts. This is critically important for your safe journey in the cyber space.



2. Ignore or close suspicious pop-messages

Hackers have started to use fake pop-ups to get access into your online platforms or your device. So, if you see any suspicious pop-ups, just ignore or close them. For pop-ups that won't go away, shut down your computer and clear your internet browser history.



3. Delete messages with suspicious attachments or links

Be suspicious of any email attachments from unknown sources. Never open an email attachment you are unsure of. Keep an Anti-Virus program installed and updated at all times.



4. Set appropriate privacy settings on social media

You should always be aware of how much personal information you post on social media platforms. The more information you post, the easier it may be for a hacker or someone else to use that information to steal your identity, access your data, or commit other crimes such as stalking.

The Periodic Table of Elements

Group

I	II	III	IV	V	VI	VII	0
1 Li lithium 7	2 Be beryllium 9	3 B boron 11	4 C carbon 12	5 N nitrogen 14	6 O oxygen 16	7 F fluorine 19	8 Ne neon 20
9 F fluorine 19	10 Ne neon 20	11 Na sodium 23	12 Mg magnesium 24	13 Al aluminum 27	14 Si silicon 28	15 P phosphorus 31	16 S sulfur 32
17 Cl chlorine 35.5	18 Ar argon 40	19 K potassium 39	20 Ca calcium 40	21 Sc scandium 45	22 Ti titanium 48	23 V vanadium 51	24 Cr chromium 52
25 Mn manganese 55	26 Fe iron 56	27 Co cobalt 59	28 Ni nickel 59	29 Cu copper 64	30 Zn zinc 65	31 Ga gallium 70	32 Ge germanium 73
33 As arsenic 75	34 Se selenium 79	35 Br bromine 80	36 Kr krypton 84	37 Rb rubidium 85.5	38 Sr strontium 88	39 Y yttrium 89	40 Zr zirconium 91
41 Nb niobium 93	42 Mo molybdenum 96	43 Tc technetium 98	44 Ru ruthenium 101	45 Rh rhodium 103	46 Pd palladium 106	47 Ag silver 108	48 Cd cadmium 112
49 In indium 115	50 Sn tin 119	51 Sb antimony 122	52 Te tellurium 128	53 I iodine 127	54 Xe xenon 131	55 Ba barium 137	56 La lanthanum 139
57 Pr praseodymium 141	58 Ce cerium 140	59 La lanthanum 139	60 Ce cerium 140	61 Pr praseodymium 141	62 Nd neodymium 144	63 Pm promethium 145	64 Sm samarium 150
65 Eu europium 152	66 Gd gadolinium 157	67 Tb terbium 159	68 Dy dysprosium 163	69 Ho holmium 165	70 Er erbium 167	71 Tm thulium 169	72 Yb ytterbium 173
73 Lu lutetium 175	74 Hf hafnium 178	75 Ta tantalum 181	76 W tungsten 184	77 Re rhenium 187	78 Os osmium 190	79 Ir iridium 192	80 Pt platinum 195
81 Au gold 197	82 Hg mercury 201	83 Tl thallium 204	84 Pb lead 207	85 Bi bismuth 209	86 Po polonium 209	87 At astatine 210	88 Rn radon 222

Key

proton (atomic) number
atomic symbol
element atomic mass

lanthanoids

actinoids

57 La lanthanum 139	58 Ce cerium 140	59 Pr praseodymium 141	60 Nd neodymium 144	61 Pm promethium 145	62 Sm samarium 150	63 Eu europium 152	64 Gd gadolinium 157	65 Tb terbium 159	66 Dy dysprosium 163	67 Ho holmium 165	68 Er erbium 167	69 Tm thulium 169	70 Yb ytterbium 173	71 Lu lutetium 175
89 Ac actinium 227	90 Th thorium 232	91 Pa protactinium 231	92 U uranium 238	93 Np neptunium 237	94 Pu plutonium 244	95 Am americium 243	96 Cm curium 247	97 Bk berkelium 247	98 Cf californium 251	99 Es einsteinium 252	100 Fm fermium 257	101 Md mendelevium 258	102 No nobelium 259	103 Lr lawrencium 262

The volume of one mole of any gas is 24 dm³ at room temperature and pressure (r.t.p.).

My Reading Log



ENGLISH LANGUAGE				
S/No	Date Borrowed	Title	Date Returned	Star Rating

MOTHER TONGUE LANGUAGE				
S/No	Date Borrowed	Title	Date Returned	Star Rating

STAR RATING LEGEND

1 ★	I found the book inappropriate to my interests. I was absolutely disengaged because the style of writing was absolutely unable to sustain my interest and there were very few opportunities for vocabulary expansion.
2 ★	I found the book somewhat inappropriate to my interests. I was somewhat disengaged because the style of writing was unable to sustain my interest and there were only few opportunities for vocabulary expansion.
3 ★	The book was interesting only at times. The story was only engaging at times and I found it somewhat challenging to continue at times. It helped me expand my knowledge on styles of writing and there were only minimal opportunities for vocabulary expansion.
4 ★	The book was largely interesting. The story was largely engaging but at times I found it somewhat uninteresting. It mostly widened my knowledge on styles of writing and there were opportunities for vocabulary expansion.
5 ★	The book was extremely interesting. The story was absolutely engaging and I found it hard to put the book down once I started reading it. It definitely widened my knowledge on styles of writing and increased my vocabulary.

School Terms And Holidays 2023

School Terms

Semester 1

Term 1 : Tue 3 Jan to Fri 10 Mar
Term 2 : Mon 20 Mar to Fri 26 May

Semester 2

Term 3 : Mon 26 Jun to Fri 1 Sep
Term 4 : Mon 11 Sep to Fri 17 Nov

School Holidays

Semester 1

After Term 1 : Sat 11 Mar to Sun 19 Mar
After Term 2 : Sat 27 May to Sun 25 Jun

Semester 2

After Term 3 : Sat 2 Sep to Sun 10 Sep
After Term 4 : Sat 18 Nov to Sun 31 Dec

School & Public Holidays

Public Holidays

New Year's Day	: *Sun 1 Jan	Vesak Day	: Fri 2 Jun
Chinese New Year	: **Sun 22 Jan	Hari Raya Haji	: Thu 29 Jun
	: Mon 23 Jan	National Day	: Wed 9 Aug
Good Friday	: Fri 7 Apr	Deepavali	: *Sun 12 Nov
Hari Raya Puasa	: ***Sat 22 Apr	Christmas Day	: Mon 25 Dec
Labour Day	: Mon 1 May		

School Holidays

Youth Day	: Sun 2 Jul (Mon 3 Jul is a scheduled school holiday)
Day after National Day	: Thu 10 Aug
Teachers' Day	: Fri 1 Sep

* The following Monday will be a public holiday.

** The following Tuesday, 24 Jan, will be a public holiday.

*** Monday, 24 Apr will be a school holiday and a designated day off-in-lieu (DOIL), schools are closed including the General Office, Student Care Centre/KCare Centres.

Calendar 2023

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

● Public Holiday ● School Holiday ● Scheduled School Holiday

Calendar 2024

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
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OCTOBER

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DECEMBER

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NOTES



“The journey of a thousand
miles begins with a single step.”

Lao Tzu

Term 1

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..."
 - Dr. Seuss, Oh, *The Places You'll Go!*

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Reflections _____

"To a great mind, nothing is little, remarked Holmes."
- Arthur Conan Doyle, *A Study in Scarlet*

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Reflections _____

"He who seeks rest finds boredom. He who seeks work finds rest."
- Dylan Thomas

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Reflections _____

"It is our choices that show what we truly are, far more than our abilities."

- J.K. Rowling, *Harry Potter and the Chamber of Secrets*

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Reflections _____

"If we wait until we're ready, we'll be waiting for the rest of our lives."
 - Lemony Snicket, *The Ersatz Elevator*

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Reflections _____

"If my life is going to mean anything, I have to live it myself."
— Rick Riordan, *The Lightning Thief*

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Reflections _____

FEB

TERM 1 WEEK 7

"I believe in one day and someday and this perfect moment called Now."
- Jacqueline Woodson, Brown Girl Dreaming

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Reflections _____

“The way to get started is to quit talking and begin doing.”
– Walt Disney

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Reflections _____

"The only thing worse than being blind is having sight but no vision."
- Helen Keller

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Reflections _____

“You cannot teach a person anything; you can only help him find it within himself.”
- Galileo

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Reflections _____

My Personal Qualities Development Journey: Term 1 Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Tasks and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I. ..

Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by ...

Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

Think about a change or a challenge you overcame this term.
What was difficult?

Why did you persevere?

What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

I can

(name a skill you used to help you overcome this challenge)

I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

How did you strive for EXCELLENCE (strive for personal best)?

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid." - Albert Einstein

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Reflections _____

NOTES



Forward, March On

Term 2

**“We make a living by what we get.
We make a life by what we give.”**

Winston Churchill

"You never really understand a person until you consider things from his point of view ... Until you climb inside of his skin and walk around in it." – Harper Lee, *To Kill a Mockingbird*

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Reflections _____

"I think that maybe forgiveness is like change—it comes in small steps."
- Mary E. Pearson, *The Adoration of Jenna Fox*

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Reflections _____

APR

TERM 2 WEEK 3

"For every minute you remain angry, you give up sixty seconds of peace of mind."
- Ralph Waldo Emerson

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Reflections _____

"An eye for an eye only ends up making the whole world blind."

- Mahatma Gandhi

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Reflections _____

"He is happiest, be he king or peasant, who finds peace in his home."
- Johann Wolfgang von Goethe

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Reflections _____

"You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us.
And the world will live as one." – John Lennon

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Reflections _____

"With an eye made quiet by the power of harmony, and the deep power of joy,
we see into the life of things." – William Wordsworth

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Reflections _____

"A calm and modest life brings more happiness than the pursuit of success combined with constant restlessness." – Albert Einstein

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Reflections _____

"Ignorance, the root and stem of all evil." – Plato

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Reflections _____

"Beware of false knowledge; it is more dangerous than ignorance." – George Bernard Shaw

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Reflections _____

My Personal Qualities Development Journey: Term 2 Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Tasks and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I ...

Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by ...

Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

Think about a change or a challenge you overcame this term.
What was difficult?

Why did you persevere?

What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

I can

(name a skill you used to help you overcome this challenge)

I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

How did you strive for EXCELLENCE (strive for personal best)?

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Reflections _____



Term 3

**“Shoot for the moon.
Even if you miss,
you will land among
the stars.”**

Les Brown

"Knowing what's right doesn't mean much unless you do what's right." – Theodore Roosevelt

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Reflections _____

"Integrity is telling myself the truth. And honesty is telling the truth to other people."
- Spencer Johnson

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Reflections _____

"Never do a wrong thing to make a friend-or to keep one." - Robert E. Lee

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Reflections _____

"What you need to learn, children, is the difference between right and wrong in every area of life. And once you learn the difference, you must always choose the right." – Jeanne DuPrau, *The City of Ember*

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Reflections _____

"Be good to your work, your word, and your friend." – Ralph Waldo Emerson

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Reflections _____

"If you tell the truth, you don't have to remember anything." – Mark Twain

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Reflections

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"Whoever is careless with the truth in small matters cannot be trusted with important matters." – Albert Einstein

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Reflections _____

"To know what is right and not do it is the worst cowardice." – Confucius

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Reflections _____

"To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man." - William Shakespeare

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Reflections _____

"We learned about honesty and integrity - that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square." – Michelle Obama

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Reflections _____

My Personal Qualities Development Journey: Term 3 Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Tasks and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I ...

Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by ...

Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

Think about a change or a challenge you overcame this term.
What was difficult?

Why did you persevere?

What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

I can

(name a skill you used to help you overcome this challenge)

I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

How did you strive for EXCELLENCE (strive for personal best)?

"With integrity, you have nothing to fear, since you have nothing to hide. With integrity, you will do the right thing, so you will have no guilt." Zig Ziglar

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Reflections _____

NOTES



**“I am not afraid of storms,
for I’m learning to sail my ship.”**

Louisa May Alcott

Term 4

SEP

TERM 4 WEEK 1

"The only way round is through." – Robert Frost

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Reflections _____

“All endings are also beginnings. We just don’t know it at the time.”
– Mitch Albom, *The Five People You Meet in Heaven*

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Reflections _____

"The only limits for tomorrow are the doubts we have today."
- Pittacus Lore, *The Power of Six*

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Reflections _____

"The measure of a man is not how much he suffers in the test, but how he comes out at the end."
- Neal Schusterman, *UnWholly*

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Reflections _____

"I believed, and still believe, that you can build your dreams brick by brick. That you can accomplish anything with persistence." – Maurene Goo, I Believe in a Thing Called Love

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Reflections _____

“The real test is not whether you avoid this failure, because you won’t. It’s whether you let it harden or shame you into inaction, or whether you learn from it; whether you choose to persevere.” – Barack Obama

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Reflections _____

"It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things." – Leonardo da Vinci

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Reflections _____

"Kites rise highest against the wind, not with it." – Winston S. Churchill

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Reflections _____

"If I cannot do great things, I can do small things in a great way." – Martin Luther King Jr.

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Reflections _____

"Nothing can dim the light that shines from within." – Maya Angelou

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Reflections _____

My Personal Qualities Development Journey: Term 4 Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Tasks and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I ...

Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by ...

Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

Think about a change or a challenge you overcame this term.
What was difficult?

Why did you persevere?

What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

I can

(name a skill you used to help you overcome this challenge)

I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

How did you strive for EXCELLENCE (strive for personal best)?

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Reflections _____

Find Balance in Life

Physical Wellness

Are you taking good care of your body?

- ✓ Eat sensibly
- ✓ Get enough rest
- ✓ Exercise regularly
- ✓ Visit the doctor when necessary

Social Wellness

Who are the important people in your life?

- ✓ Make time for family and friends
- ✓ Form new relationships
- ✓ Offer support to others

Emotional Wellness

How do you deal with the ups and downs of life?

- ✓ Don't be afraid to express your emotions – appropriately
- ✓ Talk to someone when you are feeling down
- ✓ Have realistic expectations of yourself
- ✓ Surround yourself with positive thoughts

School-Life Balance

Are you enjoying your school experiences?

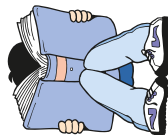
- ✓ Find interest in your learning
- ✓ Find your passion
- ✓ Manage your time well
- ✓ Make more friends in school
- ✓ Take part in school activities
- ✓ Take time to unwind



What to do...

Before exams

- ✿ **Set realistic goals**
- ✿ **Develop good study habits**
 - ✿ Pay attention during lessons.
 - ✿ Submit your homework on time.
 - ✿ Revise your work daily.
 - ✿ Ask your teacher/friend if you don't understand.



- ✿ **Sleep, eat, exercise, drink plenty of water**

A healthy body makes for an alert mind.

Study smart

- ✿ Know your learning strategies.
- ✿ Know the exam format.
- ✿ Prepare a study time-table and follow it.
- ✿ Make time for rest and play in between study.
- ✿ Review your revision progress.
- ✿ Relax by:
 - listening to music
 - exercising
 - talking to your teacher, school counsellor, friend or parents when you feel stressed
 - reviewing your expectations
 - praying

During exams



✿ Stay calm and concentrate

- ✿ Read all instructions carefully.
- ✿ Read all questions before you start.
- ✿ Do the easy questions first.
- ✿ Write legibly.
- ✿ Check all your answers before submitting your paper.

✿ Believe in yourself and do your best

After exams



If you're not happy with your results

- ✿ **Talk to your teacher, school counsellor or parents**
 - ✿ Tell them how you feel.
 - ✿ Find out the mistakes you made.
 - ✿ Work out ways to improve.
- ✿ **Be patient with yourself**
 - ✿ There will be another chance to do better.



SOCIAL SKILLS

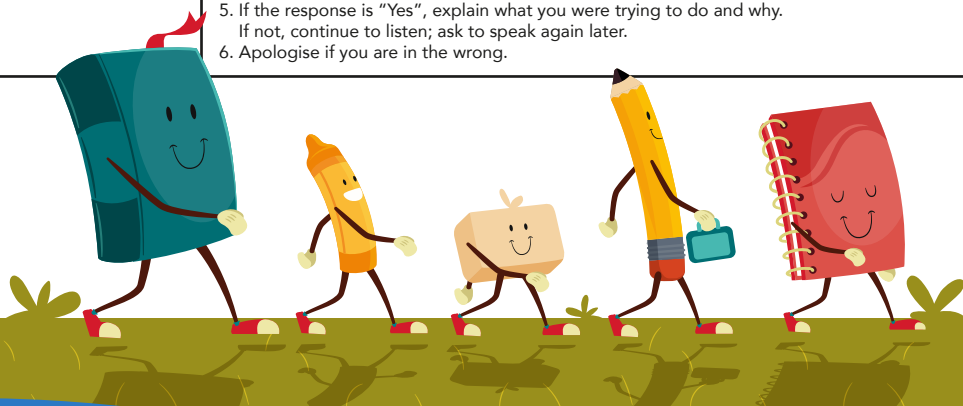


SOCIAL SKILL	SKILL STEPS
Being Prepared for Class	<ol style="list-style-type: none"> 1. Be on time for class. 2. Make sure your classroom is clean. 3. Have only necessary materials on your desk. 4. Be ready to hand in your homework. 5. Listen when your teacher speaks.
Using an Appropriate Voice Tone	<ol style="list-style-type: none"> 1. Look at the situation and the people around you. 2. Listen to the level of the voices around you. 3. Adjust your voice volume to be suitable for the situation. 4. Think about what you want to say. Speak clearly with a respectful tone.
Completing Homework Well	<ol style="list-style-type: none"> 1. Find out the homework for today. 2. Take the required materials home. 3. Begin your homework without delay. 4. Focus. Do it well. Finish it! 5. Keep completed homework in your school bag.
Asking for Help	<ol style="list-style-type: none"> 1. Look for someone who can help you. 2. Check if the person has time to help. 3. Describe the problem to the person. Be specific. 4. Listen if advice is given. Reflect on it. 5. Thank the person sincerely.
Organising Tasks and Time	<ol style="list-style-type: none"> 1. List all tasks to be done. 2. Estimate the time needed to complete each task. 3. Rank tasks based on deadlines, time needed and importance. 4. Prepare a schedule for your tasks. 5. Complete tasks according to your schedule.
Reflecting and Improving	<ol style="list-style-type: none"> 1. Think about the situation you are in. 2. Identify your behaviour and feelings. 3. Consider if your behaviour is appropriate for the situation. 4. Identify other behaviours that would be more helpful for the situation.



SOCIAL SKILLS

SOCIAL SKILL	SKILL STEPS
Disagreeing Appropriately	<ol style="list-style-type: none"> 1. Look at the person speaking. 2. Use a pleasant tone. 3. Say sincerely, "I hear what you are saying." 4. Say respectfully that you feel differently. 5. Give a reason why you disagree. 6. Listen to the other person.
Accepting "No" or Consequences	<ol style="list-style-type: none"> 1. Look at the person speaking. 2. Stay calm. 3. Say, "Okay." 4. If you disagree, plan to discuss it later. 5. Think about why he/she said that.
Offering Help	<ol style="list-style-type: none"> 1. Look at the person as you speak. 2. Ask the person sincerely, using a pleasant tone, if he/she needs help. "Can I help?"/"May I help you with...?" 3. Listen to what the person needs. 4. Describe how you can help. 5. Do what you agreed to do. Get other kinds of help if needed.
Participating in Activities	<ol style="list-style-type: none"> 1. Politely request to join the group. "May I join you?" 2. Ask what role you can play. "How can I help?" 3. Do your part well. Cooperate with others. 4. Praise others' contribution. Thank them for what they have done.
Recognising Other's Emotions	<ol style="list-style-type: none"> 1. Look at the situation. 2. Observe the other person's non-verbal behaviour and voice tone. 3. Think about your own feelings when you look and sound the same. 4. Identify the other person's current mood or emotions. 5. Clarify the other person's feelings with him/ her, if possible. Ask, "Are you feeling...?"
Responding to Blame	<ol style="list-style-type: none"> 1. Look at the person speaking. Remain calm. 2. Check your behaviour and feelings. 3. Listen carefully. 4. Say, "I hear what you are saying." Ask, "May I speak now?" 5. If the response is "Yes", explain what you were trying to do and why. If not, continue to listen; ask to speak again later. 6. Apologise if you are in the wrong.



WHOLE-SCHOOL APPROACH TO EFFECTIVE COMMUNICATION

Use **TALK FRAMES FOR QUESTIONING AND RESPONDING** when you **participate in activities** such as groupwork.

Remember to discuss your ideas using an **appropriate voice tone**.



Unsure about your friend's idea? **Seek clarification!**

With clarity, ~~like this~~ becomes this and finally becomes this.



Don't agree with your friend's idea? You don't have to fight!

Instead you may **disagree appropriately**.

We welcome all perspectives, so **challenge your friend's statement or assumption**.

Do you want another friend's contribution?

Ask him or her **to build on an idea!**

But, don't leave us hanging; remember **to summarise**.



SEEK CLARIFICATION

Talk Frames for Questioning

1. Could you elaborate on...?
2. I'm not really clear about the part...
3. What do you mean by...?

Talk Frames for Responding

1. An example of this is...
2. In other words...
3. What I mean is...



Could you elaborate on your idea of how humans don't care about the environment?



What I mean is that human activities such as deforestation are killing Mother Earth.

CHALLENGE YOUR FRIEND'S STATEMENT OR ASSUMPTION

Talk Frames for Questioning

1. That's a good idea, but I think that...
2. What about if...?
3. Perhaps another way to look at it is...

Talk Frames for Responding

1. That's a good point, perhaps...
2. I believe my opinion is still valid because...
3. I can add more evidence to my point...



That's a good idea, but I think we still do care about the environment as there are many laws to protect it.



I believe my opinion is still valid because people still destroy forests even though there are laws and they are not punished.

TO BUILD ON AN IDEA

Talk Frames for Questioning

1. Could you add on to...?
2. Do you have an example to support his idea?

Talk Frames for Responding

1. I would add that...
2. An example is...



Could you add on to his idea about human activities killing Mother Earth?



An example is how factories produce a lot of smoke. It causes air pollution.

TO SUMMARISE

Talk Frames for Questioning

1. What are the key ideas we discussed?
2. What have we discussed so far?

Talk Frames for Responding

1. The key ideas are firstly..., secondly...etc.
2. We have discussed that...



What have we discussed so far?



We have discussed that human activities such as destruction of forests and pollution from factories are destroying Mother Earth.

VIA Records

Record all your VIA involvements (i.e. with your class, your CCA, own involvement outside school) in the table below.

For VIA done outside school, please pass a letter from the organisation to Ms Hazlin (Admin Executive, in the General Office), who will help to capture the hours of service rendered in the School Cockpit.

Date	Type of Activity	Venue	Organisation	No of Hours
Total Number of Hours :				

MY TEST AND EXAM MARKS

Subjects	Term 1	Term 2	Term 3	Term 4	Overall
	Weighted Assessment	Weighted Assessment	Weighted Assessment	End-of-Year Examination	
	Sec 1 to 3	Sec 1 to 3	Sec 1 to 3	Sec 1 to 3	
	15%	15%	15%	55%	
					100%

- Graduating levels (Sec 4 & 5) will be graded by Term 1 Weighted Assessment (15%), Term 2 Weighted Assessment (15%) and Preliminary Examinations (70%).

REVIEWING TARGETS

Refer to your actual grades for Term 1 Weighted Assessments.

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject? E.g. I started studying for the subject only 5 days before the exam.	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges? E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.

REVIEWING TARGETS

Refer to your actual grades for Term 2 Weighted Assessments.

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject? E.g. I started studying for the subject only 5 days before the exam.	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges? E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.

REVIEWING TARGETS

Refer to your actual grades for Term 3 Weighted Assessments.

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject? E.g. I started studying for the subject only 5 days before the exam.	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges? E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.

REVIEWING TARGETS

Refer to your actual grades for Preliminary/End-of-Year Examinations.

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject? E.g. I started studying for the subject only 5 days before the exam.	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges? E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.

SETTING TARGETS

[illegible]

Artivate

‘ARTivate’ is a school-based art talent development programme facilitated by the school’s Art Unit. Since 2015, the programme caters to Sec 2 students with a keen interest in art. Each year, their artistic expressions contribute to the design for the school’s student handbook and canvas pieces that adorn the school’s walls. Approach your art teachers for more details if you are a Sec 2 student and wish to participate in ARTivate 2023!

The following participants in ARTivate 2022 were inspired by the school’s song; March On. Using diverse range of creative symbols such as a water flow for endless worthy effort and koi fishes that represent strength, determination and perseverance. Each member strove to embark on the new art technique and platform to digitalise their ideas to produce an inspiring and vibrant art piece.

While ARTivate challenged each participant to strive for their personal best, working in teams enriched the students’ learning. Translating physical ideas into digitalised works, provides an opportunity for the students to learn from one another while negotiating differences to collaborate effectively for the best outcomes.



With the use of meaningful symbols, our school’s song; March On, is artistically portrayed in this work. The water flowing from the vase represents fluidity and cohesiveness, an individual who cares not only for themselves but also for the community. The other symbols show how students persevere to reach their desired goals.

2H2 Jasmine
2H4 Vivienne, Emma, Yide
2H5 Arin, Shaelyn
2H6 Noelyn, Shuhadah
2H7 Aisha, Clare.

(Term 1 divider design)

Artivate



Ants are insects that symbolise positive virtues such as teamwork, hard work, perseverance, great communication, diligence and productivity which represent the diverse strengths of students in the school.

2H2 Jasmine
2H4 Vivienne, Emma, Yide
2H5 Arin, Shaelyn
2H6 Noelyn, Shuhadah
2H7 Aisha, Clare.

(Term 2 divider design)

Strength of character, perseverance, accomplishment and courage are often associated with koi fishes which have the ability to regulate and adapt behaviour to the demands of a situation in order to achieve personally chosen goals and values.

2H2 Jasmine
2H4 Vivienne, Emma, Yide
2H5 Arin, Shaelyn
2H6 Noelyn, Shuhadah
2H7 Aisha, Clare.

(Term 3 divider design)



School Song

We proudly sing about our school
That shines among the rest.
With youthful vigour, youthful zest,
We'll make our school the best!

Chorus

Forward, march on,
Serangoon Secondary School!
We will lift our voices and sing,
We will seek, we will strive,
We will serve with pride,
Honours to you we'll bring!

(Repeat)

Chorus

Forward, march on,
Serangoon Secondary School!
We will lift our voices and sing,
We will seek, we will strive,
We will serve with pride,
Honours to you!



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